



Catholic Education Office Melbourne

A Guide to Using P–2 Literacy Data

Rationale

A crucial aspect of the literacy leader's role is to analyse, interpret and use formal and informal data at the student, classroom and school level. The purpose of the analysis and the interpretation of the data is to inform teaching.

This document suggests some ways to analyse and interpret the Catholic Education Office (CEOM) P–2 data to inform decision making for both the school and in the classroom. It is a companion document to *the Literacy Reports User Manual* available online in CEVN-ISS under Profiles and Reports. The *Manual* describes how to access information available in twelve literacy and Reading Recovery reports.

The *Guide to Using P–2 Literacy Data* consists of three parts:

Part 1: Setting School Targets

This will help you to analyse data at school level. You will be able to highlight the strengths and areas of challenge in your literacy data, across grades, in any particular year. This will indicate the emphasis for your teaching programs and enable realistic targets to be set.

Part 2: Analysing Trend Data

This will help you to analyse data at school level. You will be able to identify trends and patterns over time and so inform your school's work towards continuous improvement.

Part 3: Analysing data to inform classroom practice

This will help you to analyse data at the student and classroom levels. It will help you to identify students' starting points for focused teaching practice, including students who need additional support or acceleration.

Part 1: Setting School Targets follows and Parts 2 and 3 will become available progressively through 2007. The CEOM Literacy Team welcomes your feedback to the *Guide to Using P–2 Literacy Data* so that it can be added to over time. This will improve its usefulness and ensure it continues to assist you with your data analysis.

PART 1

SETTING SCHOOL TARGETS

The Post Test Report

The post test report will help you to analyse data at the school level. You will be able to highlight strengths and areas of challenge in your literacy data, across grades in any particular year. This will indicate where more emphasis is required in your teaching programs and allow for realistic targets to be set.

Literacy Post Test Report

This report enables schools to select different reports from the post testing schedule across grades in a particular year. It is a very useful tool to help the setting of realistic targets and to track change over time with the Professional Learning Team. It can also be used to compare performance with pre test data for the following year.

When you access the Post Test Report online you will be able to select a particular test item for a particular year for analysis of the post test data. You can select a post test item, the year, the year level and/or class selection. Data will only be displayed where the schools has submitted valid data.

Post Test Report Selection Screen

The screenshot shows the 'Literacy Post-Test Scores' selection screen for 'Demonstration Primary School'. The interface includes a navigation bar at the top with links like 'Directories', 'Information', 'Profiles & Reports', 'Analysis', 'Professional Development', 'Documents', 'Suppliers', 'Curriculum Support', 'Links', 'Data Collection', and 'System Administration'. The main content area has a title 'Literacy Post-Test Scores: Demonstration Primary School' and a 'Test' section with radio buttons for 'Test', 'Letter ID', 'CAP', 'Word', 'But', 'C/Y/N/Vocal', 'HRSW', 'ROL', and 'Peters'. Below this is a 'Year' section with checkboxes for '2011', '2012', '2013', '2014' (selected), and '2015', and an 'ALL' option. The 'Year Level' section has radio buttons for 'Prep', 'Year 1', and 'Year 2'. The 'Class' section has a dropdown menu set to 'ALL'. There is a 'Swap X/Y axis' checkbox and a 'Generate Report' button. Six numbered callouts provide instructions: 1. Test (Click the type of test you want to view. Only one at a time can be selected.), 2. Year (Click the year you want to view. Multiple years can be selected OR choose the ALL), 3. Year Level (Click the Year Level you want to view. Only one at a time can be selected.), 4. Class (Click on the arrow to see the options listed. a) Either select ALL to see all students at your school, OR b) select a class at your school.), 5. Graph (Tick the Swap X/Y axis to change the Report from a Column graph to a Bar graph.), and 6. Generate Report (Once you have made your selections, click on the Generate Report button to see your school's Post-Test Scores Report.).

Once the selection has been made a report which includes a column graph and frequency table will be generated for that particular tool. On the graph, the vertical axis displays the number of students with scores, while the horizontal axis displays the actual scores. For schools with large numbers of students it is possible to rotate the axis of the graph, giving a bar chart rather than a column graph.

In the top left hand corner a grid table (Table 1) including the Median and the score achieved by 80% of the students will also appear.

Median Score

The median score represents the score of the middle student in that cohort. This indicates that 50% of the students are below that score and 50% of the students are above that score. This median score is also compared to the median score for **Like Schools** and **All Schools**.

80% of students

The 80% of students data describes the achievement of 80% of students who are at **or above** that score in that cohort and is then compared with **Like Schools** and **All Schools** across the Catholic sector. This information will assist you to set realistic targets for your school.

Median	School Name	36.5
	Like School	44
	All Schools	41
80% of students	School Name	29+
	Like School	32+
	All Schools	29+

Table 1

Analysis of the Post Test Report

The following process may be useful to set realistic targets and can be applied to any of the tools. It is important to refer to your school's previous years' grid tables (change over time data) to set realistic targets. You must also consider the benchmarks set by CEOM.

The benchmarks are outlined in Table 2 below. (This table is also available as Appendix 2. For a more detailed explanation of the benchmarks and targets refer to Appendix 1.) When setting targets it is important that it is discussed as a team so there are common expectations among the members. It may be advantageous to revisit the targets during the year. **It is important to raise expectations each year and re-evaluate your targets. You are aiming for continuous improvement over time.**

CEOM Benchmarks

	ROL	Letter ID	HRSW	Word	Burt	CAP	Text Level	Writing Vocab	Peters Spelling
End of Prep	< 13 at risk	<20 at risk	<20 at risk	<10 at risk	Min 20+	< 12 at risk	Min 1+	Min 20+	
	Target 20+	Target 50+	Target 30+	Target 10+	Target 30+	Target 17+	Target 5+	Target 30+	
End of Yr 1					Min 40+		Min 15 +	Min 40+	
	Target 28+	Target 54	Target 32+	Target 15	Target 60+	Target 20+	Target 20+	Target 60+	
End of Yr 2					Minimum 60+		Min 26+		Target 70+
	Target 28+						Target 28		

Table 2

Setting Targets Process

The grid below will assist you to set realistic targets with the post test data tools for your school. By completing the **Target Setting Grid** (see Table 3) you can set your own realistic targets. (A grid to copy as a template is available as Appendix 3).

Target Setting Grid

Grade Level	Our School	Like School	All Schools	Realistic Target
Record of Oral Language				
Letter Identification				
Hearing and Recording Sounds in Words				
Word				
Burt				
Concepts about Print				
Text				
Writing Vocabulary				
Peters Spelling				

Table 3

The table below uses as an example the Burt Post Test scores to set targets. An analysis based on the table and questions it might raise for discussion in a Professional Learning Team are also outlined.

Target Setting Grid

Year Level	80% students all schools	Like Schools	Our School	Realistic Target
Burt Word	29+	32+	29+	Discuss with your team realistic targets with system expectations guiding your decision. (Note: the sector expectation is a minimum of 40+ with a target of 60+.)

Table 4

Analysis of Table 4 Burt Word Test Scores

Table 4 demonstrates that 80% of students at this school are on a par with the score achieved by **All Schools** in Burt. Further interpretation of the Median Score (as outlined in Table 1) shows that the median student at this school is below the median student in **Like Schools** and **All schools**.

Note: Although aligned with All Schools data the results are significantly below the minimum target set by the CEOM in consultation with the CEO Reading Recovery tutors. It is important that the Professional Learning Team (PLT) aims for the minimum targets and beyond. The school needs to have high expectations for their students. This can be achieved by sharing expertise among team members about how students learn to read words and how successful strategies and focused teaching can be implemented in the classroom.

Questions for Reflection on Post Test Analysis

- ❖ Do your patterns reflect All Schools data?
- ❖ Why do you think this pattern has occurred?
- ❖ Have you taken into consideration the median score?
- ❖ Do you need to reconsider your school's minimum and target standards?
- ❖ Do you need to raise your school's expectations?
- ❖ Is your professional learning matched to the needs of your teachers?
- ❖ Are you making the best use of your Reading Recovery teacher as a resource person?
- ❖ What have been the strengths of your program as indicated by the results?
- ❖ What are the areas of need as indicated by the results?

Appendices

Appendix 1

Minimum and Target Benchmarks for Observational Survey, Running Records, BURT Word, Record of Oral Language and Peter's Spelling in Context

The minimum and target benchmarks were set by the Catholic Education Office Melbourne in consultation with the Reading Recovery tutors and are derived from the achievement of 80% of students across the Victorian Catholic sector. The benchmarks set for each tool should not be considered in isolation as they are interconnected giving a whole picture of a student's strengths and weaknesses.

Note: Consider the target scores below in relation to your school's data analysis and then set your school targets accordingly. It is important to remember that the aim is continuous improvement over time to achieve your school's targets. The target scores need to be reflected on, in conjunction with a range of data, both quantitative and qualitative. The range of data includes what the students wrote or said as their actual test response in conjunction with the teacher's observations and notes. This should give a more holistic picture of a child's strengths and weaknesses.

END PREP/BEGINNING YEAR ONE

Minimum and Target Benchmarks

Record of Oral Language (ROL)

Target Benchmark: 20+ (80% of students achieving this score or above)

Students with a score of 13 or less are deemed very much 'at risk' in their oral language development and may have difficulty getting underway with reading and writing. For these students there needs to be an emphasis on oral language in order for them to engage successfully in literacy learning. They may experience difficulty with following the simplest of instructions and understanding stories that are read to them. This tool is **only one way** of gathering information about the students' oral language development. The raw scores assist teachers to group the students who need additional assistance in oral language. It is important that analysis of the hard data occurs to ascertain the types of errors the students are making.

Letter ID

Target Benchmark: 50+ (80% of students achieving this score or above)

A score of less than 20 letters recognised or an inconsistent way of identifying letters indicates the student may experience difficulty problem solving when reading text.

Hearing and Recording Sounds in Words – Dictation (HRSW)

Target Benchmark: 30+ (80% of students achieving this score or above)

A score of less than 20 sounds at the beginning of Year 1 indicates that the student will need extra support/assistance. You would expect the students to have all initial sounds and some final sounds.

Word Test

Target Benchmark: 10+ (80% of students achieving this score or above)

A score of less than 10 indicates the student will need extra support/assistance.

Burt Word Test

Minimum Benchmark: 20+; Target Benchmark: 30+ (80% of students achieving this score or above)

Because these words are simpler words than the words contained in the Clay word test you should expect at least a minimum of 20 words and aim for 30+ words.

A score of less than 20 indicates the student will need extra support/assistance.

Concepts about Print

Target Benchmark: 17+ (80% of students achieving this score or above)

A score of less than 12 indicates the student will need extra support/assistance.

You would expect the students to understand the following concepts:

- Book handling (items 1,2,7,8)
- Directionality (items 3,4,5,6)
- Concepts about words and letters (Items 21,22,23)

Text Level

Minimum Benchmark Level 1+; Target Benchmark: Level 5+ (80% of students achieving these scores or above)

A score of less than 1 indicates the student will need extra support/assistance.

Writing Vocabulary

Minimum Benchmark: 20+; Target Benchmark: 30+ (80% of students achieving this score or above)

A score of less than 20 indicates the student will need extra support/assistance.

You need to look at how the students are generating the words.

END YEAR ONE/BEGINNING YEAR 2

Minimum and Target Benchmarks

Record of Oral Language

Target Benchmark: 28 + (80% of students achieving this score or above)

Letter ID

Target Benchmark: 54 (80% of students achieving this score or above)

Hearing and Recording Sounds in Words – Dictation (HRSW)

Target Benchmark: 32+ (80% of students achieving this score or above)

Word Test

Target Benchmark: 15 (80% of students achieving this score or above)

Burt

Minimum Benchmark: 40+; Target Benchmark: 60+ (80% of students achieving this score or above)

Concepts about Print

Target Benchmark: 20+ (80% of students achieving this score or above)

Text Level

Minimum Benchmark Level 15+; Target Benchmark: Level 20+ (98% of students achieving this score or above)

Writing Vocabulary

Minimum Benchmark 40+; Target Benchmark: 60+ (80% of students achieving this score or above)

END YEAR 2/BEGINNING YEAR 3
Minimum and Target Benchmarks

Record of Oral Language

Target Benchmark: 28 + (80% of students achieving this score or above)

Burt

Minimum Benchmark: 60+ (80% of students achieving this score or above)

Text Level

Minimum Benchmark Level 26+; Target Benchmark: 28 (98% of students achieving this score or above)

Peters Spelling in Context

Target Benchmark: 70+ (80% of students achieving this score or above)

Appendix 2

CEOM Benchmarks

	ROL	Letter ID	HRSW	Word	Burt	CAP	Text Level	Writing Vocab	Peters Spelling
End of Prep	< 13 at risk Target 20+	<20 at risk Target 50+	<20 at risk Target 30+	<10 at risk Target 10+	Min 20+ Target 30+	< 12 at risk Target 17+	Min 1+ Target 5+	Min 20+ Target 30+	
End of Yr 1	Target 28+	Target 54	Target 32+	Target 15	Min 40+ Target 60+	Target 20+	Min 15 + Target 20+	Min 40+ Target 60+	
End of Yr 2	Target 28+				Minimum 60+		Min 26+ Target 28		Target 70+

Table 1

Target Setting Grid

Appendix 3

Year Level	Our Schools	Like Schools	All Schools	Realistic Target (80%)
ROL				
Letter ID				
HRSW				
Word				
Burt				
Text				
CAP				
Writing Vocab.				
Peter's Spelling				

Analysis